2011

School Improvement Grant II

A.L. Holmes School
Leenet Campbell-Williams, Principal

February 21, 2011

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: A.L. Holmes Elementary School School Building Code: 165	Mailing Address: 8950 Crane Street, Detroit MI, 48213-2273

School Building Contact for the School Improvement Grant

Name: Leenet Campbell-Williams

Position and Office: Principal

Contact's Mailing Address: 8950 Crane Street, Detroit MI, 48213-2273

Telephone: (313) 866-5644

Fax: (313) 866-2299

Email address: leenet.campbell-williams@detroitk12.org

LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X _Robert C. Bobb_	Date: 28 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X _Anthony Adams_	Date: 22 Feb 11

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.
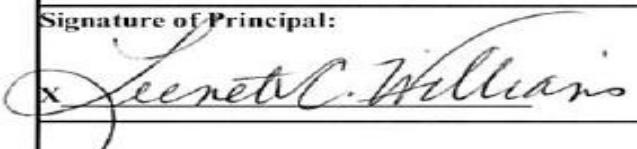
SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and Code	District Name and Code
Holmes, 165	Detroit, 82-010
Model for change to be implemented: Transformational	

School Mailing Address: 8950 Crane Street, Detroit, MI 48213-2273	
Contact for the School Improvement Grant: Name: Leenet Campbell-Williams Position: Principal Contact's Mailing Address: Telephone: 313.866.5644 Fax: (313) 866-2299 Email address: leenet.campbell-williams@detroitk12.org	
Principal (Printed Name): Leenet Campbell-Williams	Telephone: 313.866.5644
Signature of Principal: x *Leenet C. Williams*	Date: February 21, 2011

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

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SECTION A – DATA ANALYSIS

For 2009-2010 school year, A. L. Holmes Elementary School met Adequate Yearly Progress (AYP) in English Language Arts and Mathematics, for one (1) year. We made AYP this year but did not make AYP in 2008-2009. We are still identified for improvement and will continue in AYP Phase 1. The School Leadership Team at A.L. Holmes plans to improve its Adequately Yearly Progress by regularly examining student data and assessing student needs. The School Leadership Team will meet in grade level and curriculum teams to reach target areas through individualized learning goals and differentiated instruction. Staff will meet regularly to research, read and implement best teaching practices that address the specific needs. The School Leadership Team and the School Improvement Team will look at the Goals and Objectives within the plan to ensure that we target identified areas and make revisions based on the trends we see in the data. Planned professional development will be aligned with Goals, strategies and activities that will enhance student learning and grow student achievement. We will target all subgroups within our school for ELA and Math, as all A.L. Holmes students need intervention to achieve NCLB AYP targets. Further, our special education students will need targeted intervention to ensure the meet the same targets. Finally, we will increase the attendance of all students through incentives and interactive technology rich classrooms.

 N/A - Not Applicable

D/N – Data not Available

Demographic Data

A.L. Holmes is a PreK-8 school with an enrollment of 472 students. 98.5% of the students are African American, 3% are American Indian or Alaska Native, 0.6% are white and 0.2% are Asian American. 97%are economically disadvantaged and 13% are identified as students with disabilities. The attendance rate as of the 2008-09 school year was 93%.   Currently, our daily attendance rate is 75%. A.L. Holmes will need to address the attendance rate to meet the NCLB AYP targets.

Ethnicity Distribution 2010-2011

Ethnicity	Percentage	Students
Black or African American	98.5%	465
American Indian or Alaska Native	0.6%	3
White	0.6%	3
Asian American	0.2%	1
Total Population		472

Total School Enrollment

Group	2007		2008		2009	
	#	%	#	%	#	%
White	6	0.97	2	0.41	1	0.20
Black	606	98.38	485	98.98	494	99.20
Asian	1	0.16	1	0.20	1	0.20
Hispanic	0	0.00	0	0.00	0	0.00
American Indian	3	0.49	2	0.41	2	0.40
Native Hawaiian	0	0.00	0	0.00	0	0.00
Multiracial	0	0.00	0	0.00	0	0.00
Male	305	49.51	234	47.76	248	49.80
Female	311	50.49	256	52.24	250	50.
Totals	616		490		498	

Sub Group Non-Academic Analysis

2009-2010

Group	# Students	# Absences		# of Suspensions		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*	D/N	D/N	In*	Out*
SES	490	364	123	D/N	D/N	D/N	D/N	D/N	D/N
Race/Ethnicity	521	381	137	D/N	D/N	D/N	D/N	D/N	D/N
Disabilities	105	85	20	D/N	D/N	D/N	D/N	D/N	D/N
LEP	ND/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N

Group	# Students	# Absences >10	<10	# of Suspensions In*	Out*	# of Truancies	# of Expulsions	Unduplicated Counts In*	Out*
Homeless	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N
Migrant	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N
Gender									
Male	258	193	64	D/N	D/N	D/N	D/N	D/N	D/N
Female	267	190	75	D/N	D/N	D/N	D/N	D/N	D/N
Totals	525	383	139	D/N	D/N	D/N	D/N	D/N	D/N

2008-2009

Group	# Students	# Absences >10	<10	# of Suspensions In*	Out*	# of Truancies	# of Expulsions	Unduplicated Counts In*	Out*
SES	507	201	106	D/N	D/N	D/N	D/N	D/N	D/N
Race/Ethnicity	538	213	112	D/N	D/N	D/N	D/N	D/N	D/N
Disabilities	112	56	18	D/N	D/N	D/N	D/N	D/N	D/N
LEP	1	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N
Homeless	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N
Migrant	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N
Gender	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N
Male	267	111	51	D/N	D/N	D/N	D/N	D/N	D/N
Female	273	103	61	D/N	D/N	D/N	D/N	D/N	D/N
Totals	540	214	112	D/N	D/N	D/N	D/N	D/N	D/N

2007-2008

Group	# Students	# Absences >10	<10	# of Suspensions In*	Out*	# of Truancies	# of Expulsions	Unduplicated Counts In*	Out*
SES	592	241	101	D/N	D/N	D/N	D/N	D/N	D/N
Race/Ethnicity	656	268	112	D/N	D/N	D/N	D/N	D/N	D/N
Disabilities	133	63	22	D/N	D/N	D/N	D/N	D/N	D/N
LEP	1	N/A	N/A	D/N	D/N	D/N	D/N	D/N	D/N
Homeless	N/A	N/A	N/A	D/N	D/N	D/N	D/N	D/N	D/N
Migrant	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N	D/N
Gender									
Male	330	134	52	D/N	D/N	D/N	D/N	D/N	D/N
Female	328	134	60	D/N	D/N	D/N	D/N	D/N	D/N
Totals	658	268	112	D/N	D/N	D/N	D/N	D/N	D/N

Retentions, Dropout, Promotion, and Mobility Data

2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	490	D/N	N/A	D/N	D/N	D/N
Race/Ethnicity	521	D/N	N/A	D/N	D/N	D/N
Disabilities	105	D/N	N/A	D/N	D/N	D/N
LEP	D/N	D/N	N/A	D/N	D/N	D/N
Homeless	D/N	D/N	N/A	D/N	D/N	D/N
Migrant	D/N	D/N	N/A	D/N	D/N	D/N
Gender						
Male	258	D/N	N/A	D/N	D/N	D/N
Female	267	D/N	N/A	D/N	D/N	D/N
Totals	525	D/N	N/A	D/N	D/N	D/N

2008-2009

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	507	D/N	N/A	D/N	D/N	D/N
Race/Ethnicity	538	D/N	N/A	D/N	D/N	D/N
Disabilities	112	D/N	N/A	D/N	D/N	D/N
LEP	1	D/N	N/A	D/N	D/N	D/N
Homeless	D/N	D/N	N/A	D/N	D/N	D/N
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	267	D/N	N/A	D/N	D/N	D/N
Female	273	D/N	N/A	D/N	D/N	D/N
Totals	540	D/N	N/A	D/N	D/N	D/N

2007-2008

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	592	D/N	N/A	D/N	D/N	D/N

Race/Ethnicity	656	D/N	N/A	D/N	D/N	D/N
Disabilities	133	D/N	N/A	D/N	D/N	D/N
L E P	1	D/N	N/A	D/N	D/N	D/N
Homeless	D/A	D/N	N/A	D/N	D/N	D/N
Migrant	D/N	D/N	D/N	D/N	D/N	D/N
Gender						
Male	330	D/N	D/N	D/N	D/N	D/N
Female	328	D/N	D/N	D/N	D/N	D/N
Totals	658	D/N	D/N	D/N	D/N	D/N

Enrollment and Graduation Data

2009-2010

Grade	# of Students	# Students enrolled in a **Young 5's program**	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K		N/A	N/A	N/A		N/A	
1		N/A	N/A	N/A		N/A	
2		N/A	N/A	N/A		N/A	
3		N/A	N/A	N/A		N/A	
4		N/A	N/A	N/A		N/A	
5		N/A	N/A	N/A		N/A	
6		N/A	N/A	N/A		N/A	
7		N/A	N/A	N/A		N/A	
8		N/A	N/A	N/A		N/A	

Number of Students Enrolled in Extended Learning Opportunities

2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A

Perception Data

Staff – Staff members have the opportunity during staff and grade-level team meetings to share best practices and express concerns about policies and procedures, student behavior and achievement and administrative support. The School Leadership team developed surveys to be conducted in the beginning, middle and at end of the school year. Currently, overall feedback from staff members has been that this school year has a more organized, with a more focused presence. Parents are welcome and well-received. Students have stricter boundaries and undesirable incidents have decreased. There is still a ways to go, but staff is confident we are heading in the right direction.

Parents- A new LSCO team has been formed with committed parent officers. Parent officers meet regularly with the principal to plan parent and student events and discuss concerns and plans moving forward. We are in the process of receiving feedback from parents through parent surveys.

Students- Students have an opportunity to speak out about matters concerning their education through the Student Leadership Team (formerly Student Council) and during student assemblies. Middle school students have completed an on-line school survey. The results show that students generally have a positive attitude toward their school and teachers this school year.

School Program/Process Data

What was examined: Ed YES! Subset 40 and Synesi Associates School Audit

The process of differentiated instruction and how teachers teach versus how students learn was examined. Our partner providers, Synesi, conducted classroom and building walkthroughs to evaluate the gaps in instruction contributing to the huge deficits in achievement.

What was discovered/concluded:

A complex and well thought out intervention plan is necessary to teach remedial concepts. The Resource Coordinating Team with input from staff have drafted a school-wide intervention plan to address the steady flow of student referrals and the large number of students not proficient in reading as evidenced on the MEAP and Quarterly benchmark assessments.

Holmes is in School Improvement under NCLB AYP guidelines and must offer choice and transportation. Their Ed Yes! Grade has consistently been a "D". They did not make AYP this past year due to Participation rates in ELA for All Students, Black Students, Students with Disabilities, and Economically Disadvantaged students. In Math the participation rate was not met in the sub group of Students with Disabilities. Students with disabilities did not make AYP proficiency levels in ELA or in attendance rates.

Combined grade MEAP scores show that there has been an increase in reading scores from 2009 to 2010. Scores went from 37.8% to 55.9%. Math scores have shown a steady increase over time. Currently 36.7% are meeting or exceeding performance levels. Science scores have shown a significant decline from the previous year and Social Science scores have fluctuated during this period. All subject areas decline as students move from elementary to middle school. While we are showing an overall increase in ELA and Mathematics our overall achievement is still lower than the state average.

Year: 2009

% of Population Demonstrating Proficiency of GLCE/HSCE								
Grade	ELA		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
3	42	72	41	58	0	0.00	0	0.00
4	40	43	40	53	0	0.00	0	0.00
5	48	48	47	26	43	30	0	0.00
6	42	67	40	18	0	0.00	40	20
7	40	48	39	33	0	0.00	0	0.00
8	44	60	41	35	43	12	0	0.00

Year: 2008

% of Population Demonstrating Proficiency of GLCE/HSCE								
Grade	ELA		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
3	17	31.48	21	36.84	0	0.00	0	0.00
4	15	28.85	25	46.30	0	0.00	0	0.00
5	9	19.15	10	20.00	16	32.65	0	0.00
6	16	34.78	14	30.43	0	0.00	11	23.40
7	20	33.33	24	39.34	0	0.00	0	0.00
8	19	44.19	12	28.57	19	45.24	0	0.00

% of Population Demonstrating Proficiency of GLCE/HSCE								
Grade	ELA		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
3	30	41.10	31	43.06	0	0.00	0	0.00
4	13	23.21	25	44.64	0	0.00	0	0.00
5	19	32.20	9	13.85	14	22.58	0	0.00
6	23	46.00	11	21.15	0	0.00	9	18.37
7	13	28.26	13	27.66	0	0.00	0	0.00
8	19	34.55	5	9.09	14	25.93	0	0.00

Year: 2006

% of Population Demonstrating Proficiency of GLCE/HSCE								
Grade	ELA		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
3	13	35.14	17	42.50	0	0.00	0	0.00
4	15	32.61	15	31.91	0	0.00	0	0.00
5	11	42.31	7	26.92	8	30.77	0	0.00
6	4	10.53	3	7.32	0	0.00	4	9.76
7	13	37.14	9	23.68	0	0.00	0	0.00
8	18	42.86	10	23.81	10	23.26	0	0.00

Subgroup Achievement Data

Consider how subgroups within the school are performing and possible areas to target for improvement.

A.L. Holmes is both economically and academically challenged. Test data indicates that students within all subgroups struggle to meet state standards on reading and math assessments. The data indicates a need for rigorous intervention to address a huge deficit between the delivery of instruction and the knowledge retained by students.

An intense focus on teaching and learning is crucial to address the deficits in classroom and test performance. The process for identifying struggling learners and providing early interventions must be refined. It must be clear whether a student has a true disability or one consequential from a succession of ineffective teachers.

Targets for improvement include: Teaching for Learning, Focused Leadership, Professional Learning, School/Community Relations, and Data/Information Management. Further, intense professional development on data-driven instruction, intervention and differentiated instruction will be provided. While our school improvement plan focuses on increasing student achievement for the entire student body at A.L. Holmes, we especially need to target the following subgroups that have been persistently low-performing according to test data for math and reading: students with disabilities, fifth grade students and sixth grade students. We also need to target our participation rates for All students, Black/African American Students, Students with Disabilities and Economically Disadvantaged Students.

The use of data to drive instruction will be paramount in targeting subgroups that are underperforming. Studying trends at the school, district and state levels will enable the staff of A.L. Holmes to understand shifting dynamics of subgroup performance. Hence they will be able to apply relevant and practical strategies to increase achievement.

Technology will be used to create individualized learning plans along with providing cutting edge, creative approaches to 21st century learners. Specifically, for grades K through 8, Math and Reading/ELA will be taught utilizing a unique hybrid (a virtual teacher and a traditional teacher) learning approach to customizing education for the unique needs of each individual student based on a series of progressive formative and substantive assessments. Curriculum will be delivered online via netbooks to every student whose learning is facilitated, engaged and led by both a traditional teacher as well as a virtual teacher. These elements of blending the best of traditional and virtual school come together in a unique hybrid learning model for turning around low-achieving performance. This model was previously approved by MDE as "Alvarez & Marsal Education Management Organization, LLC" and is now renamed as "Matchbook Learning, LLC" but utilizing the same solution and hybrid partners as before under the auspices of a new prime entity.

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 03	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	39.65	37.5	58.53	48.27	41.66	71.42	24.13	19.14	37.93	32.6
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	43.47	36.84	58.53	51.42	42.1	71.42	27.14	16.36	40	31.48
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	38.23	33.33	52.38	44.11	45.83	63.63	17.64	17.39	32.35	26.08
Female	47.36	39.39	65	58.97	39.39	80	35.89	15.62	48.71	35.48
School Aggregate	43.05	36.84	58.53	52.05	42.1	71.42	27.39	16.36	41.09	31.48
State Aggregate Scores	90.1	91.29	94.79	86.4	86.4	89.9	57.3	61.09	80.89	83.19

Percent of Sub-group meeting State Proficiency Standards

Grade 04	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	44.44	54.05	52.63	46.66	38.46	44.73	4.44	7.89	22.22	31.57
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	45.45	47.16	52.5	45.45	38.88	42.5	5.45	7.69	23.63	29.41
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	31.81	45.16	38.88	45.45	38.7	33.33	4.54	6.45	22.72	26.66
Female	52.94	47.82	63.63	44.11	41.66	50	5.88	9.09	23.52	31.81
School Aggregate	44.64	46.29	52.5	44.64	40	42.5	5.35	7.54	23.21	28.84
State Aggregate Scores	85.79	87.89	92.19	84.5	82.69	84.09	44.4	44.39	76.4	76.6

Percent of Sub-group meeting State Proficiency Standards

Grade 05	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	15.09	21.42	25.53	43.75	29.26	47.91	16	17.5	33.33	17.94
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	14.28	18.36	26.66	40.35	29.16	50	15.25	14.89	33.33	19.56
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	22.72	19.23	26.08	42.1	33.33	41.66	10.52	16.66	36.84	20.83
Female	9.3	20.83	25	40	21.73	54.16	16.66	12.5	30	17.39
School Aggregate	13.84	20	25.53	40.67	28	47.91	14.75	14.58	32.2	19.14
State Aggregate Scores	74.19	76.8	79.5	81.6	81.6	85.2	58.89	63.4	77.59	78.2

Percent of Sub-group meeting State Proficiency Standards

Grade 06	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	22.72	34.28	15.38	45.45	32.43	65.85	43.18	48.57	50	37.14
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	21.15	30.43	17.5	42	31.25	66.66	39.21	47.82	46	34.78
Hispanic										
White										
Students with Disabilities		10			10			20		10
Limited English Proficient										
Migrant Student										
Male	25.92	35	17.64	33.33	23.8	63.15	29.62	40	33.33	25
Female	16	26.92	17.39	52.17	37.03	69.56	50	53.84	60.86	42.3
School Aggregate	21.15	30.43	17.5	42	31.25	66.66	39.21	47.82	46	34.78
State Aggregate Scores	72.69	79.89	82	81.79	80.49	87.69	72.7	75.7	79.59	79.5

Percent of Sub-group meeting State Proficiency Standards

Grade 07	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	29.72	40.81	31.57	36.11	38	47.36	45.94	28.57	36.11	33.33
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	28.26	39.34	33.33	32.6	38.7	47.5	43.47	26.22	28.88	33.33
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	30.43	45.45	31.57	26.08	36.36	42.1	34.78	21.21	17.39	31.25
Female	25	32.14	35	37.5	41.37	52.38	54.16	32.14	39.13	35.71
School Aggregate	27.65	39.34	33.33	31.91	38.7	47.5	44.68	26.22	28.26	33.33
State Aggregate Scores	72.7	82.6	82.19	72.4	79.6	81.99	76.69	77.9	74.39	80

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Sub Group Academic Data Analysis
Percent of Sub-group meeting State Proficiency Standards

Grade 08	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	12.19	34.28	36.84	36.58	44.44	60.97	36.58	47.22	36.58	41.66
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	9.09	28.57	32.5	36.36	47.61	58.13	38.18	48.83	34.54	45.23
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	10.71	47.05	33.33	35.71	41.17	52	35.71	38.88	32.14	47.05
Female	7.4	16	35.29	37.03	50	68.42	40.74	53.84	37.03	42.3
School Aggregate	9.09	28.57	34.14	36.36	46.51	59.09	38.18	47.72	34.54	44.18
State Aggregate Scores	71.59	74.5	70.29	77.19	75.6	83.39	69.79	74.19	75.29	76.79

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	592	507	490	241	101	201	106	364	123						
American Indian/Alaskan Native	3	2	3	1	1	2		3							
Asian/Pacific Islander	2	1	1		1		1	1							
Black/African American	651	534	516	265	110	211	111	376	137						
Hispanic		1	1					1							
White	2	2	4	2		1		2	2						
Students with Disabilities	133	112	105	63	22	56	18	85	20						
Limited English Proficient	1	1													
Migrant Student															
Male	330	267	258	134	52	111	51	193	64						
Female	328	273	267	134	60	103	61	190	75						
School Aggregate	658	540	525	268	112	214	112	383	139						

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant. A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

Following is a listing of the support services that the district is offering at A.L. Holmes. The resources include:

ARRA

Literacy, Math and Technology Coaches, Netbooks in 6th-8th grades, DIBELS for grades K to 5, Learning Village, Extended Day, Conflict Resolution Training, Renaissance Learning, Springboard for grades 6-8, Read 180 for 8th grade, Leadership Team Professional Development, Literacy and Math Professional Development, Support for an external partner, Synesi Associates, for one year

District Title I

Summer Academy, Academic Games, Literacy Coaches, Early Childhood program, and Reading Recovery

 School Level Title I

Title 1 Teachers, Additional SSAs, Parent Workshops, Educational Field trips, Instructional Specialist, Technology Equipment and software,

Pre Implementation Grant

Technology Professional Development/SmartED service, Tap-It Mobile Smartboards for Literacy circles and small groups in K-2., Smartboard software (all subjects), 2 Laptop carts Printer & Printer Supplies, Upgrade computers in Computer Room 337, Chalkboard to Whiteboard conversion to support Technology

√ General Funds √ Title I Part A √Title I Schoolwide Title I Part C Title I Part D	Title I School Improvement (ISI)	Title II Part A Title II Part D USAC - Technology	Title III
Title IV Part A Title V Parts A-C	Section 31 a Section 32 e Section 41	Head Start Even Start Early Reading First	Special Education
Other: ARRA – Pre-Implementation Grant: $179,000 School Improvement Professional Development Grant – 30,000			

3. School Building Commitment

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

Adhering to the requirements of the transformation model, the district hired a new principal, Leenet Campbell-Williams. She understands and supports the redesign model and has been given maximum control and flexibility in the decision-making process in order to meet the goals of the school improvement plan. She has chosen a staff committed to the focal point of increased student achievement, who believe all students can learn and who set high expectations for all students. She took great care in making sure all staff members fit the vision of the school. All staff selected for A.L. Holmes agreed to the Detroit Federation of Teachers Priority Schools Letter of Agreement (Attachment A) upon acceptance of the position offered. Additionally, the School Leadership Team has been meeting regularly planning for the full implementation of the Transformational Model..

Outreach to the community has already begun to change the perceptions of the school as more community members offer their support and services and parental involvement and participation have increased dramatically according to sign-in sheets for activities and programs.

A.L. Holmes will address the need for improved academic achievement by following the state guidelines for the transformational reform model. Interventions are integrated within the school improvement plan. Teacher and school leader effectiveness has been attended to through the appointment of a new principal, Leenet Campbell-Williams and staff members committed to school reform and the vision of the school. Both principal and staff have engaged in shared decision-making and a community based environment is being established among all staff, parents, students and local community leaders. A new master schedule has been implemented by the district to allow double dosing in both math and literacy, as well as planning time for teachers to collaborate and offer collegial support. Comprehensive teacher evaluations will ensure instructional strategies are based on best practices and offer the students an academic rigor of the highest expectations. Student behavior and attendance will be addressed through a system that fosters intrinsic motivation to attend daily and to come prepared to engage in learning activities.

There will be true accountability at all levels.

b. Explain the district and school's ability to support systemic change required by the model selected.

The school will be able to support systemic change by building internal structures like the School Leadership Team, the School Improvement Team and Professional Learning Communities across grade levels. As the school staff works together to ensure the academic needs of students are addressed with fidelity and a commitment to excellence, steady growth will be realized. With the support of the partner provider, Matchbook Learning, LLC and its subcontract partners Connections Academy & Wireless Generation, A.L. Holmes will create a plan that develops self-reliance, a knowledge base for how to effectively plan professional development for all staff members, and builds instructional capacity in order to use data and technology to provide interventions and accelerate academic growth. This SIG application in particular has incorporated extensive training of all educators at AL Holmes via an intensive Summer Institute before the opening of school, on-going intensive professional development on-site throughout the school year for teachers and the principal alike. They will learn how to utilize data from the hybrid (virtual and classroom teacher) model's Learning Management System (Connections Academy), formative assessments (Wireless Generation) and budget and resource allocation reports (Matchbook Learning) to optimize learning, resources and teacher time for those students in reading/ELA and math where and when they need it the most.

A.L. Holmes will use qualitative and quantitative data such as MEAP, Quarterly benchmark assessments, DIBELS and classroom data to evaluate and streamline steady growth in student academic achievement. This data will be communicated to staff, students, parents and community members as it becomes available. MEAP data will be disseminated yearly, Benchmark Data, DIBELS and Report Cards will be disseminated Quarterly. Additionally MCLASs will provide real-time data to support the individualize instruction for students. The data will guide decision-making and professional development. In addition, ELA and Math data from the hybrid model's learning management system, online curriculum, Wireless Generation's formative assessments and traditional and virtual teacher feedback will all be captured digitally and reported out in useable formats customized to the needs of each teacher and student. The

frequency of this data reporting can be as often as daily. We expect to see steady growth in student performance based on the strong interventions and instructional strategies we are putting into place. Along with intensive support from the partner provider, the teachers, through yearlong job embedded professional development, will work to incorporate data to drive instruction.

The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers. The evaluation tool is based on a continuous improvement model comprised of the following key elements:

Core competencies that define Effective Teaching:

- Planning and Executing Effective Teaching

- Creating and Managing a Learning Environment

- Maintaining a Professional Learning Community Through Teacher Leadership

- Outcomes-Driven

- Evidence-Based

- Guidelines for Evaluation Teacher Practice

- System of Professional Development and Support

- Self-Assessment

- Accountability

A.L Holmes will be a pilot school for the district's new teacher and principal evaluation plan. Teachers who struggle with the core competencies will be recommended to the Peer Assistance Review process. Training and implementation procedures for principals and teachers will be rolled out in Year 1 and full implementation will begin in Year 2. Currently a schedule of walkthroughs, observations and individual teacher conferences has been established. Any teacher not meeting the evaluative criteria required by Priority schools shall receive either intensive professional support to assist in meeting performance standards or will undergo the necessary process leading to non-reappointment/non-renewal.

The principal evaluation process has been developed in collaboration with representatives of the principal "unit" and is based on the following key components:

Core Competencies that define Effective Leadership:

- Focus on Learning
- Monitoring Teaching and Learning
- Building Professional Learning Communities
- Acquiring and Allocating Resources
- Maintaining a Safe Learning Environment
- Effective Engagement with Families and External Community
- Outcomes-Driven
- Evidence-Based
- Guidelines for Evaluation / Leadership Practice
- System of Professional Development and Support
- Self-Assessment
- Accountability

The new evaluation processes/tools are aligned and a key component of the District's comprehensive academic plan to support continuous improvement in teaching and learning. The partner provider, through a quality review, will identify professional development needs and assist the school in the development of a yearlong professional development focus, based on identified needs and rigorous standards based instruction. The emphasis for the partner provider on administering a professional development process is job embedded in nature. The partner will be available for traditional professional development activities but the primary focus of the training will be modeling and coaching, and leading in the development and the administration of grade level and vertical team meetings as a professional development model. In addition to the partner providers' quality review process, the staff of A.L. Holmes completed a comprehensive analysis of professional development needs based on school achievement data and teacher perceptions. Professional Development topics include using data to drive instruction, effective instructional practices, student learning styles and technology integration.

To address the gaps in literacy evident in classroom and school-wide data, the Response to Intervention methods include a Reading Recovery program funded through the district. A Reading Recovery teacher works one-on-one and with small groups of first grade students. A literacy coach has been hired to work with reading teachers on assessment, intervention, proper

curriculum implementation and effective use of resources. Although the extended day program will be open to all students, students who scored in the Intensive category have been targeted for extended day which is using intervention strategies and materials like BURST and Destinations. Double dosing in Reading and Math are built into the master schedule to allow extra instruction and intervention exercises within the classroom.

One hundred and five minutes each week is designated for planning and collaboration. Common lunch and preparation periods are used to discuss student work, plan lessons and develop behavior intervention plans. Staff members have committed to being a part of school teams or committees that promote a healthy school climate, in addition to social and academic excellence. There is time set aside monthly for each team to work on projects and programs geared towards building a cohesive and collaborative team.   In addition, AL Holmes has two dedicated learning labs completely outfitted with personal computers that students will be able to utilize before and after school to access ELA and math hybrid curriculum. We will explore opportunities to extend the learning day through these learning labs. In addition, any parent with internet access will able to access their child's curriculum, assignments, test results and next lessons. This will extend the learning beyond the school day and school week.

Teacher leaders have been identified in each cluster as "cluster" leaders (K-2; 3-5; 6-8) who serve on the School Improvement team. The School Improvement team has committed to using the SIP to drive every instructional decision and allocate resources that will support each goal, objective and strategy identified in the plan.

The SIP team will meet bi-monthly to monitor progress outlined in the plan and roll out pertinent information to each staff member either through whole staff or cluster meetings.
The professional learning communities formed within each cluster are committed to using research, educational blogs, assessment data, sharing best practices and participating in workshop and PD to meet the academic and social needs of the students at A.L. Holmes.

The district has embraced systemic change and has led in the administration of the process in the early stages.   They have developed action plans to bring support to the school in the area of

funding for extended day, extended year, technology supports, assessment options, conflict resolution support, Leadership training, District level PD on literacy and math, district and school level literacy, numeracy and technology coaches, Renaissance Learning and the one year support of an external partner provider. The district has also successfully renegotiated portions of the agreement with the Detroit Federation of Teachers. Among the concessions granted were changes in the teacher evaluation process, progress on shared decision-making processes, collaboration on the selection of Priority Schools and School Based Performance Bonuses. Further, The Detroit Public School District and Board of Education has shown its support through the LEA Application which A.L. Holmes is expected to adhere to for increased student achievement

4. School Improvement Intervention Plan- Describe in narrative form the building plan for implementing the intervention model selected.

Pre-implementation activities have included a quality review audit and a capacity building plan spearheaded by Synesi Associates. The quality review audit included a general overview of the school, observed strengths, observed areas of concern, a summary of observations and data review and recommendations for improvement. The capacity building plan represents change that is targeted within our school improvement plan. The core members of the Synesi team included a leadership coach to work closely with the principal, a literacy coach to support ELA teachers, a data coach to support staff with implementing data driven instruction and other coaches to address specific needs. As a result of the pre-implementation phase, Synesi Associates has also implemented a professional development plan based on school data and student needs. Staff has built capacity with Synesi during this stage.

We have been assigned a case manager from Wayne RESA to keep us on track with our data analysis and ensure that we are aligning data with the implementation of our school improvement plan. Wayne RESA has also assigned a data coach to provide us with an in-depth analysis of all school data.

The district has hired a new principal, who in turn has hired a new staff, in order to ensure 100% commitment to our school transforming plan. The district has assigned an executive coach to support the principal in our mission to raise student achievement. The district has also assigned

numeracy and technology coaches to collaborate with the school's literacy coach in aligning school data with classroom instruction.

The school has provided professional development for staff to facilitate their use of Detroit Public Schools' Learning Village, Destinations Math and Reading, Accelerated reader and math and Data Director. Additional professional development will be provided as needed by staff, as the use of these components will be ongoing.

Based on data from our pre-implementation activities, the leadership team through a series of weekly meetings and data analysis has decided to pursue a more aggressive program to accelerate student performance both in class and on standardized assessments. A hybrid learning model to transform A.L. Holmes has been adopted.

The hybrid learning model's methodology will do two things:

1.   This model will build, train and transfer the necessary capacity back to DPS so that A.L. Holmes can be transferred out of non-performing status at the conclusion of this grant and the school's transformation be academically, operationally and managerially sustained after the grant ends.

2.   Matchbook Learning will work with the principal to repurpose budgeted funds and create enough cost efficiencies through the learning curve at A.L. Holmes so that the school's transformation is financially sustainable after the SIG funds end.

Key pillars of NewCo's hybrid model's reform plan for A.L. Holmes include:

I. Support Systems to Ensure Teacher and Student Success and Sustained Improvement: By blending customizable online curriculum and individualized real-time assessment software with proven on-site turnaround instructional and administrative methods, the model extends virtual learning into a physical classroom. Schools benefit from physical classroom teachers, guidance counselor, principal, etc., as well as cultural and social strengths of the traditional physical school. The HVSTS will include:

        •Anytime, Anyplace, Any Pace Learning: A model of education that allows students to learn at any pace and in extended days and weeks, as courses can be accessed anywhere from an Internet connection (e.g. school, home, library, etc.);

        •Standards-based Curriculum: Robust, high-quality online curriculum aligned to MDE

and future common core standards;

        • Differentiated Learning: Powerfully embedded features of a best‑in‑class online learning management system (e.g., customized, differentiated learning, virtual teacher supports, engagement and accountability);

        •Augmented Learning: Extension of virtual learning into a physical classroom augmented with traditional teachers, a guidance counselor, principal, etc., as well as other cultural and social strengths of the traditional physical school, including: Physical Education, Music and Art, lunch in the cafeteria, recess, and transportation;

        •Highly Qualified Teachers: A highly qualified, virtual teacher for each class who provides core instruction through the Internet with a dynamic communication plan that allows for real‑time video and audio communication between the teacher, student, and parents; and a traditional classroom teacher, physically present in each classroom, who provides just‑in‑time intervention and one‑on‑one instruction specifically focusing on the students who need it most;

        • Real‑time Professional Development: Robust real‑time, job‑embedded professional development for classroom teachers and integrated professional development for the virtual and traditional teacher teams to help teachers drive data‑driven instruction; and

        •Systemic Reform: A comprehensive review and revision of school‑wide processes and systems to identify opportunities for efficiencies and improvements.

II. Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement: The hybrid learning model combines customizable online curriculum and instructional services provided by Connections Academy, with professional development, individualized mCLASS® assessment software and intervention provided by Wireless Generation, to tailor instruction to each student's specific needs.

The Connections Academy virtual curriculum and instructional model, which will be used is aligned to Michigan state standards and has demonstrated effectiveness in producing significant academic gains among students in the bottom achievement quartile based on state standardized tests.

Wireless Generation will provide assessment and intervention tools to support differentiated instruction, as well as the analysis and professional development services that enable teachers to

connect students with the right curriculum and learning resources. Using mobile assessment software, it has also developed adaptive literacy and mathematics intervention that uses assessment data to group students and provide targeted lesson plans every two weeks based on evolving student needs.

III. Job-embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement linked to student achievement: The hybrid learning model's job-embedded professional development program is designed to help build classroom teachers' and school leaders' capacity to use data to provide truly differentiated instruction and to promote student achievement. Each partner is responsible for providing the optimal professional development to a different set of stakeholders—Connections Academy for virtual teachers, Wireless Generation for classroom teachers, instructional leaders, and parents/community members, DPS coaches and Wayne RESA coaches, and Matchbook Learning for school administrators. Regardless of the provider, the core principle is that all professional development is customized to the teachers' needs based on student and teacher data.
The professional development services of Matchbook Learning align with the National Staff Development Council's (NSDC) Context Standards and the Michigan School Improvement Framework in that they promote the development and maintenance of professional learning communities, both in the virtual and traditional school environments. Learning communities enable teachers and leaders to continuously collaborate around student performance and progress, supporting each other in finding the right instructional solution for each student.

IV. Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan: The hybrid learning model includes the use of assessments to diagnose student needs and measure growth throughout the year. In addition to curriculum‐based assessments that are part of the core virtual curricula, classroom teachers will administer one or more of Wireless Generation's student assessment tools, which were selected because of their validity and reliability; their efficiency (all are administered either by a teacher with a mobile device, or by students on computers, and all provide real‐time views of data); and their connection to instruction.

•mCLASS®:Reading 3D – Formative assessment that combines the early literacy screening and progress monitoring power of DIBELS with the rich diagnostic capabilities of

Running Records and oral/written comprehension measures.

•Literacy Building Blocks assessments – Brief, modular formative assessments that measure comprehension, vocabulary, and advanced decoding skills.

•mCLASS®:Math – Formative assessment that combines quick screening/progress monitoring tool with diagnostic interviews to create an integrated view of a student's knowledge and abilities.

• mCLASS®:PK‑12 – Assessment platform that integrates assessment, data analysis and instructional planning by providing a robust assessment item bank, standards alignment tools, online or paper‑based administration, instructional planning tools, and easy‑to‑read data views. Student needs are and will be assessed throughout the school year (MEAP, Quarterly Benchmark Assessments, Star Reading, Star Math, Common Classroom Assessments, and the hybrid mCLASS) to determine the appropriate support needed to supplement the any‑pace curriculum provided by the virtual teacher. Specifically, benchmark assessments are given at the beginning, middle, and end of year, and psychometrically equivalent assessments can be given to monitor progress as frequently as every week in between benchmarks. The progress of at‑risk students is monitored every two weeks. These data are linked to the school improvement plan because they help classroom teachers personalize the intervention each student receives, both through tools (e.g. Burst: Reading) and increased capacity of teachers.

V. Turnaround Leader - The District took the following action steps to ensure the A.L. Holmes was assigned a high-impact turnaround leader. The District conducted individual principal performance reviews to: Assess each principal's performance relative to expected outcomes, Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning, Determine professional growth needs and required district support, Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building, Promote personal self-reflection and continuous professional learning, Determine which principals meet the core requirements of turnaround leader. The Principal will be responsible for coordinating all efforts of the turnaround effort with the support of a DPS Executive Coach, and a Wayne RESA Case Manager.

Mean, B. T. (2009). *Evaluation of Evidence-based Practices in Online Learning: A Meta-analysis and Review of Online-learning Studies.* Washington D.C.: Center for Technology in Learning, U.S. Department of Education.

Shachar, M. &. (2003). Differences between traditional and distance education academic performances: a meta-analytic approach. *International Review of Researchin Open and Distance Learning*, 4(2).

5. External Provider Selection – Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. Matchbook Learning, LLC (formerly Alvarez & Marsal Education Management Organization, LLC) was selected from the MDE preapproved list. A.L. Holmes had desired to utilize Matchbook Learning's hybrid solution last year (2010) but was not able to do so due to insufficient timing for DPS approval. Subsequently, A.L. Holmes was paired with Synesi Associates to build internal structure. Following pre-implementation assessments and activities with Synesi Associates, we are now in a position to implement the hybrid learning model with Matchbook Learning, LLC.

6. Alignment of Resources – **Describe how the building's human and community resources** will be aligned to facilitate implementation of the intervention selection.

The district has partnered with Detroit Parent Network and provided a DPN liaison to work with A.L. Holmes to provide resources to parents, help run the parent organization and get parents involved at the school level. The district has also provided an executive coach to work with the new principal, Leenet Campbell-Williams. It has appointed literacy, numeracy and technology coaches to work with staff analyzing data and aligning it with curriculum and student needs. Title 1, grants and general funds will be disbursed and aligned to support the initiative in this plan, especially updating and adding technology in the school and classrooms to increase access and support instruction.

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Synesi has conducted a quality review audit of A.L. Holmes and we have begun to implement a capacity building plan based on the results of their audit. Synesi has also put a professional development plan into action based on staff and student needs. Wayne RESA is working with A.L. Holmes to provide workshops, mentors and coaches all geared towards increasing student achievement. A.L. Holmes has been assigned a case manager to work with the principal and the School Improvement Team to monitor the implementation of the School Improvement Plan. The case manager helps interpret data, recommends a data coach to provide an in-depth analysis of all school data and keeps the team of abreast of workshops and resources available to students and staff members.

Matchbook Learning will be providing A.L. Holmes with a hybrid learning model implementation team. The team will consist of members from Matchbook Learning, Wireless Generation, Connections Academy. This team will coordinate all stakeholders in the implementation of the hybrid learning model. The SIG application budget includes the services of financial and operational leadership, full-time on-site support to the school principal and her staff to manage all funds and optimize resources throughout the grant of all funds and not just SIG funds. Matchbook Learning will provide these professional management services as part of its services under the SIG grant for 4% of all funds attributed to students of AL Holmes which is way below EMO management fees of 10 to 15% and well within Federal guidelines for fund and program administration

The school has provided professional development for staff to incorporate the use of Detroit Public Schools Learning Village, Data Director, Destinations Math and Reading, and Accelerated Math and Reading. The school has also provided a staff that is 100% committed to accelerating student achievement as outlined in our school improvement plan. We offer three Head Start programs and work with the Family Service Coordinator to ensure students in our program have complete and accurate paperwork. Our teachers and family service coordinator conduct home visits and meet monthly with parents to go over guidelines and academic goals for students.

A.L. Holmes is partnering with the State of Michigan through and on-site Family Resource Center serving families whose students attend A.L. Holmes. The Georgia Street Collective will be working with students in grades 3-5 in order to provide horticultural experiences and nutrition information. The school also partners with Neighborhood Legal Services and area businesses to provide services and resources for students and parents. The Skillman Foundation has provided A.L. Holmes with a grant to purchase technology aids, as addressed in the redesign plan.

7. Modification of local building policies or practices – Describe any local building practices or policies that will need to be modified to assure successful implementation of the intervention.

The District, in collaboration with the Detroit Federation of Teachers, has established a common language relevant to the operation of Priority Schools. The new principal, Leenet Campbell-Williams has been given maximum flexibility in the decision-making process and great latitude in choosing a new staff who will be committed to the goals of the school improvement plan. Rigorous instruction, extended learning opportunities, new leadership, creative scheduling and selection of dedicated staff are among the agreed upon terms set by both parties. Shared decision-making will be the catalyst for change as the program is built collaboratively. Staff members selected to work at A.L. Holmes have agreed to work with Principal Williams and the leadership team to engage in professional development aimed at effective teaching and learning practices, to use data for targeted instruction, to create individualized learning plans for students and to provide extended learning opportunities for students. They will also make all budget decisions and outline all working conditions as a team. A.L. Holmes' staff members will move students forward academically utilizing technology-based instructional practices.

8. Timeline – Include a comprehensive 3-year timeline for implanting the selected intervention.

A.L. HOLMES ACTION PLAN FOR SUCCESS

In order to make sure that the goals and objectives are being met, the school, the district and the external partner have developed an action plan. This plan details the activities and the processes

needed for successful implementation of the goals and objectives. It also designates who is responsible for implementation, what the indicators are for success and it notes the costs that will be needed to implement successfully.

The Action Plan emphasizes building internal capacity processes so that at the end of the three year grant period, the school will be at a place to continue success without external supports and dollars.

GOAL 1 TEACHING FOR LEARNING

A.L. Holmes will provide a rigorous standard based instructional program driven by the use of data driven processes using all available assessment and non-assessment data.
OBJECTIVE 1.1 – SCHOOL WILL PROVIDE MAXIMUM LEARNING OPPORTUNITIES FOR ALL STUDENTS THROUGHOUT THE SCHOOL YEAR.

Activity	Person(s) Responsible	Cost factor	Indicator of Success	Timeline
1.1a- Provide 135 minutes of reading instruction and 90 minutes math instruction per day	Principal; instructional staff	N/A	Increased classroom performance and assessment scores	Pre-implementation Years 1-3
1.1b- Provide extended day program to targeted students in need of additional remediation (one additional hour of math and reading)	District	District funded	Attendance	Pre-implementation Years 1-3
1.1c- Develop a schedule of educational field trips for students to enhance their educational experience throughout the	Principal, grade level teams	3 trips one per month, nine months	Attendance	Pre-implementation Years 1-3

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
school year				
1.1e-Using Learning Village, create individual learning plans for all students	Principal, teachers	N/A	Completed plans	Year 1
1.1f- Using Matchbook Learning, Wireless Generation and Connections Academy, implement hybrid learning model for Reading and Math, grades K-8	Principal, Staff, Partners	SIG Grant	Increased test scores	Years 1-3

OBJECTIVE 1.2 – SCHOOL WILL EMPHASIZE RIGOROUS GRADE LEVEL INSTRUCTION WITH A PRIORITY IN READING AND MATH

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
1.2a – Literacy, Math and Technology coaches will provide instructional support, interpret data and monitor progress	District	District funded	Increased test scores	Pre-implementation Years 1-3
1.2b – Through the use of the partner provider, school will emphasize strategies to incorporate reading across the	Principal, Partner Provider	Costs covered by SIG grant	Observation, increased test scores	Years 1-3

Activity				
curriculum through hybrid learning.				
1.2c – Reading Recovery teacher will address the deficits in early literacy.	District	District costs	Improved DIBELS	Pre-implementation Years 1-3

OBJECTIVE 1.3 - SCHOOL WILL INCORPORATE TECHNOLOGY AIDS TO ENHANCE THE INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
1.3a– Professional development will assist teachers in incorporating technology into their instructional program.	Principal, technology team, partner	In service costs + SIG funds years 1 and 2	Increased use of technology through observation	Pre-implementation Years 1-2
1.3b– District will provide Netbooks for all 6-8 grade students.	District	District cost	Observation	Pre-implementation
1.3c– One additional computer lab will be added	Principal	One computer lab	Observation	Year 1
1.3d- 30 laptops for teacher use as instructional and management tool. Netbooks for all students and teachers grades 3	Principal	Netbook per student (Grades 3-5) covered by SIG funds	Observation of use	Year 1

through 5.				
1.3e – Smartboards, Document cameras and LCD projectors for each classroom	Principal	Related costs	Observation of use	Year 1

OBJECTIVE 1.4 – SCHOOL WILL PROVIDE ADDITIONAL SUPPORT SERVICES FOR STUDENTS WITH BEHAVIORAL, SOCIAL OR EMOTIONAL NEEDS

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
1.4.a – School will work with community partners, RCT team and LSCO members to provide workshops for parents and students that address social and emotional needs (i.e. Anti-bullying & Conflict Resolutions, Raising a Generation of Readers, etc.)	Principal,LSCO, Support Staff	Cost of supplies	Deceased discipline referrals, decreased suspensions, healthy school climate	Pre-implementation Years 1-3
1.4b – Character Education workshops, guest speakers, motivational assemblies & rallies	Principal	Costs of supplies & purchased services	Observations of improved behavior, less discipline referrals	Pre-implementation Years 1-3

GOAL 2 - LEADERSHIP

Support will be given to ensure the principal spends 50% of the day on instructional leadership activities

OBJECTIVE 2.1 – PRINCIPAL WILL BE GUIDED THROUGH A PROCESS OF INCLUSIVE LEADERSHIP

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
2.1a- Matchbook Learning will assist principal in the development of a leadership team, vertical team meetings and grade level meetings	Principal, partner	Costs provided by SIG funds year one	Minutes and agendas	Year 1
2.1b – Matchbook Learning will provide program and processes support with management, fiscal responsibility and program implementation	Principal, partner	Costs provided by SIG funds years one and two	Complete quality review	Year 1
2.1d – School will develop and utilize an inclusive school walk through process with specific hybrid learning indicators led by the principal	Principal, partner	Costs provided by SIG Funds in year one	Walk through schedules	Years 1-3

GOAL 3: PROFESSIONAL LEARNING

OBJECTIVE 3.1- SCHOOL PRINCIPAL AND STAFF WILL BE REPLACED PER THE TRANSFORMATIONAL MODEL REQUIREMENTS

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
3.1a – District will appoint a new principal	District	District	New principal	Completed
3.1b – Principal will complete a process of interviewing and hiring new staff	Principal	District	New staff	Completed

OBJECTIVE 3.2- BASED ON ASSESSMENT AND ACHIEVEMENT DATA, SCHOOL WILL DEVELOP A YEAR LONG AND ON-GOING PROFESSIONAL DEVELOPMENT PLAN EMPHASIZING JOB EMBEDDED PROCESSES

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
3.2a – Wireless Generation and Connections Academy will provide PD on curriculum aspects and data analysis	Principal, school leadership team, partner	Costs covered by SIG funds year one and two	Completed PD Plan and SIP	Years 1-3
3.2b- Plan will emphasize modeling, coaching and assisting teachers with real-time intervention and	Principal, partner	Costs covered by SIG funds year one and two	Completed plan	Years 1-2

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
will build internal capacity				
3.2c – Plan will integrate PD for virtual and traditional teacher teams	Principal partner	Costs covered by district year one	Completed plan	Years 1-2
3.2d – Plan will incorporate curriculum alignment to district, state and national standards	Principal, partner	SIF funds	Lesson Plans, Observations	Year 1

GOAL 4 SCHOOL COMMUNITY RELATIONS

Parental and Community Involvement will increase by 50%

OBJECTIVE 4.1 – ADDITIONAL OPPORTUNITIES WILL BE PROVIDED FOR PARENTS TO PARTICIPATE IN THE LIFE OF THE SCHOOL

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
4.1a – Curriculum focus nights for families will be planned for core content areas.	Principal, teachers, partner	Refreshments, related costs	Attendance, increased parental involvement	Years 1-3
4.1b – Community Schools Partnerships will be brought into the school.	Principal	CSP costs	Improved participation	Pre-implementation Years 1-3

OBJECTIVE 4.2 STUDENT ATTENDANCE WILL INCREASE TO AYP GUIDELINES

Activity	Person(s)	Cost Factor	Indicator of	Timeline

	Responsible		Success	
4.2a – Motivational prizes and incentives will be given for increasing attendance and achievement.	Principal, Cluster Teams	Incentive costs	Increased attendance	Pre-implementation Years 1-3
4.2b – The Blackboard system adopted by the district will provide a process of calling the parents/guardians of absent students.	Principal		Increased attendance	Pre-implementation Years 1-3

GOAL 5 DATA AND INFORMATION MANAGEMENT

Data will be used to lead the instructional program.

OBJECTIVE 5 1 - SCHOOL STAFF WILL BE TRAINED AND GUIDED TO USE DATA TO GUIDE THEIR INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost Factor	Indicator of Success	Timeline
5.1a – District will purchase Learning Village for the school	District	District costs	Increased use of benchmark data, teacher made tests	Pre-implementation Years 1-3
5.1b – Matchbook Learning will concentrate on modeling coaching and guiding teachers on using data to drive	Principal, partner	Costs covered by SIG Funds year one and two	Observation	Years 1-3

instruction.				
5.1c- Administration will be trained on using data effectively and using data to lead professional development opportunities.	Principal, partner	Costs covered year one SIG funds	Observation, increased test scores	Year 1
5.1d – Data will be made public through the use of displays, data walls, and related activities	Principal, partner	Costs covered year one SIG funds	Observation, increased test scores	Pre-implementation Years 1-3
5.1e – Matchbook Learning will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs.	Principal, partner	Costs covered year one SIG funds	Observation, increased test scores	Years 1-2
5.1f – Teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.	Principal, partner	Covered by SIG funds year one and two	Observation, increased classroom performance	Year 1

To support A.L. Holmes in its Year 1 Transformation efforts, Wireless Generation offers a comprehensive professional development program for all teachers and instructional leaders at the school. This program is designed to build capacity among leaders and teachers, increasing their effectiveness by equipping them with in-school professional development and coaching, data and technology tools to support learning, and the instructional and intervention support they need to continuously improve instruction for each student.

In addition to building a collaborative learning community among all staff members, the Year 1 professional development program will enable the instructional leadership team to launch the Hybrid Learning Model for A.L. Holmes, increasing teachers' comfort level with the necessary technology and data analysis that will drive this future model in year 2 and beyond.

The Year 1 professional development program includes seven critical components, in addition to ongoing, dedicated project management to coordinate all efforts with the principal's other initiatives.

_I._ _Needs Assessment_ – Working with the leadership team and staff, Wireless Generation consultants conduct a comprehensive audit of instructional practices. This omprises 2-3 consultants working with various stakeholders for up to four weeks. Specific activities include:

 a. Overview of principal's current vision and school goals

 b. Curriculum/resource inventory

 c. Determination of the alignment of written, taught, and assessed curriculum

 d. Analysis of longitudinal data

 e. Interviews with school leadership team, teachers, other staff members, parents, families, community members, students

 f. Classroom observations

 g. Review of past and planned professional development

 h. Review of schedule, structure, organization

 i. Development of school plan

II. _Program Kickoff_ – Collaboratively planned with school leadership team, this "institute" for the entire instructional team serves to kick off the new school year, setting forth a shared vision for the school. Specific topics covered include:

      a.   Vision and expectations setting

      b.   Discussion of new cultural norms

      c.   Training on assessments, instruction, or intervention tools

      d.   Standards mapping to curriculum

      e.   Introduction to inquiry-based data analysis and collaborative learning communities, i.e. the "Cycle of Continuous Improvement" framework

III. _Cycle of Continuous Improvement_ – Framework for analysis and collaboration around student data, in which instructional teams (e.g. grade-level, department) working together to evaluate and plan instruction. Wireless Generation facilitates a meeting with each instructional team every three weeks, in which teachers come together to analyze student data in an inquiry model, determine appropriate instructional plans, implement plans, and review effectiveness of instruction at the next meeting. Teams also discuss how to manage student-led conferences and how to adjust instruction between sessions as necessary. Quick wins and ongoing successes are celebrated and shared within and outside the school.

IV.   _Content-specific Professional Development_ – Wireless Generation analyzes data from mCLASS and other student assessments, teacher observations, and other qualitative sources, and customizes grade-level or whole-staff professional development based on teachers' needs. PD is provided during planning periods, staff development days, after school or on Saturdays, or during another convenient time designated by the school leadership team. Topics may include, but are not limited to, foundational literacy or mathematics skills, reading comprehension instruction, data analysis, classroom management, reading in the content areas, intervention strategies, etc. Five customized   sessions will be provided throughout year one.

V.   _Ongoing Leadership Support_ – Wireless Generation promotes school leadership that is expanded to encompass not just the principal, but teacher leaders, parents, students, and other

stakeholders. To help empower this distributed leadership model, Wireless Generation provides a series of professional development opportunities for the building principal and her leadership team. The first two months include weekly visits, in which principals learn to   view and analyze data from all sources, monitor fidelity and progress, and begin to provide individualized support to teachers and instructional teams. Throughout the year, twice-monthly visits are maintained, with unlimited phone and email support as needed.

VI.   *Ongoing Teacher Support* – Wireless Generation provides a suite of ongoing, job-embedded professional development and coaching opportunities throughout the year, according to each teacher's specific needs, resources, and   students. Initial support occurs daily in September, and may focus on logistics, technology, and curricular/content area support. Over the year, professional development will taper to weekly (October – January) and biweekly   sessions (February - June), and will focus on data analysis, differentiated instruction, classroom management, and collaborative conversations. The format of support may include training, PD, modeling, and coaching.

VII.   Family/Community Engagement – Wireless Generation works with school teams to help better involve parents, families, and the community in student learning. Wireless Generation provides PD to all staff who interface with   families, focused on providing data about student progress in "parent friendly" formats, methods for engaging parents in their child's learning, and for offering suggestions to more meaningfully engage in their child's learning during and after the school day. Sessions also focus on helping school and district leaders communicate "quick wins" and ongoing student success to the community. Three sessions will be provided throughout the year, including evening sessions for parents.

Year 2 Professional Development Support

In Year 2 of the school Transformation effort, Wireless Generation will continue to work closely with school staff, expanding the strategies and practices learned in Year 1 to include the new virtual curriculum. Processes will remain the same, but data will be expanded to include additional student information from Connections Academy's Learning Management System.

This combination of data from the core curriculum and from benchmark and progress monitoring assessments enables teachers to provide a truly customized experience for each student.

I.   _Needs Assessment_ – Working with the leadership team and staff, Wireless Generation consultants conduct an audit of instructional practices. This team comprises 1-2 consultants working with various stakeholders for 1-2 weeks at the end of the previous school year. Specific activities include:

     a.   Review of vision and goals with respect to the Hybrid model

     b.   Stakeholder analysis of readiness for new model implementation

     c.   Analysis of longitudinal data

     d.   Review of schedule, structure, organization; exploration of potential changes needed to support Hybrid model

     e.   Refinement of school plan

II.   _Program Kickoff_ – Collaboratively planned with school leadership team, this "institute" for the entire instructional team serves to kick off the new school year, setting forth a shared vision for the Hybrid model. Ideally, this will take place for 2 weeks in the summer before school starts. Specific topics covered include:

     a.   Vision for Hybrid Model

     b.   Discussion of new cultural norms

     c.   Training on new virtual curriculum

     d.   Refresher training on assessments, instruction, or intervention tools

     e.   Introduction to changes in the "Cycle of Continuous Improvement" framework (now that the model will include data from the Learning Management System)

III.   _Cycle of Continuous Improvement_ – Extension of the framework for analysis and collaboration around student data, in which virtual + classroom instructional teams (e.g. grade-level, department) work together to evaluate the plan for instruction. Teacher teams work together via Live Lesson sessions or conference call, with Wireless Generation facilitating the meeting from within the school building. Meetings still occur every three weeks, in the same pattern   as Year 1.

IV.   *Content-specific Professional Development* – Wireless Generation analyzes data from the LMS, mCLASS and other student assessments, virtual and classroom teacher observations and self-reported needs, and other qualitative   sources, and customizes grade-level or whole-staff professional development based on teachers' needs. Again, PD is provided during planning periods, staff development days, after school or on Saturdays, or during another convenient time designated by the school leadership team. Topics may include, but are not limited to, foundational literacy or mathematics skills, reading comprehension instruction, data analysis, classroom management, reading in the content areas, intervention strategies, Learning Management System usage techniques, etc. Five customized sessions will be provided throughout the year.

V.   *Ongoing Leadership Support* – Wireless Generation again provides weekly visits to the principal and her leadership team for the first two months, focusing on the new data available via the Hybrid model. Support and PD focuses on how to manage a Hybrid building, how to support both virtual and classroom teachers, and how to monitor progress and fidelity via the new system. As the year goes on, Wireless Generation continues to provide bi-weekly visits with the principal and her leadership team, as well as unlimited phone and email support.

VI.   *Ongoing Teacher Support* – Similar to Year 1, Wireless Generation provides a suite of ongoing, job-embedded professional development and coaching opportunities throughout the year, according to each teacher's specific needs, resources, and students. Initial support occurs daily in September, and will focus on logistics of the Hybrid model, including netbooks and LMS support, as well as curricular/content area support. Over the year, professional development will taper to weekly (October – January) and biweekly sessions (February - June), and will focus on data analysis, differentiated instruction, classroom management, and collaborative conversations. The format of support may include training, PD, modeling, and coaching.

VII.   *Family/Community Engagement* – Wireless Generation works with school teams to continue to involve parents, families, and the community, and to get them excited and supportive

of the Hybrid model. The first session will   occur before school starts, to introduce parents and families to the model, and to answer initial questions. Two additional sessions will occur throughout year three.

9. Annual Goals – **Determine the school's student academic achievement goals in reading and mathematics for each of the next three years.**

Determine the school's student academic achievement goals in reading and mathematics for each of the next three years as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	63.3	71	79	87
Mathematics	70.29	78	87	95

10. Stakeholder Involvement – **Describe the LEA's process for identifying and involving** stakeholders in the selection of the intervention model and the preparation of the application.

Through a collaborative process including the principal, key staff members, parents, district personnel, community members and Matchbook Learning, a series of goals and objectives were developed to guide this process over the next three years.

Goals were formulated by using the five strands of the Michigan School Improvement Frameworks. This ensures coordination with present and future school improvement plans and brings continuity to the tasks that need to be completed. Through the effective establishment of leadership teams, vertical teams, grade level teams, increased parental involvement and community support the school will be able to bring a climate of collaboration and focus into the school's vision. Wireless Generation has created an intensive a cycle of Professional Development repeated over two years that engages all stakeholders from the principal to teachers

to parents and the community.

Focus groups will conduct surveys among students, staff, parents and community members in order to include everyone in this process. Ongoing feedback must be solicited in order to sustain support and keep lines of communication open. It's crucial to the success of the program to keep all stakeholders involved every step of the way. Their support, guidance and contributions will encourage student success and increase achievement.

11. Sustaining Reforms – Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

In order to make sure that the goals and objectives are being met, the school, the district and Matchbook Learning have developed an action plan. This plan details the activities and the processes needed for successful implementation of the goals and objectives. It also designates who is responsible for implementation, what the indicators are for success and it notes the costs that will be needed to implement successfully.

The Action Plan emphasizes building internal capacity processes so that at the end of the three year grant period, the school will be at a place to continue success without external supports and dollars. It is a gradual process beginning with full support from Matchbook Learning the first year, gradually moving to partial support the second year and finally minimal support in year three. After year three, grants, Title I and general funds will maintain the capacity to support technology-based instruction. DPS has made a significant investment in technology already in providing all students in grades 6 through 8 with personal computers district-wide. Matchbook Learning, as part of its work will ensure that enough efficiencies are realized based on its track record of realizing cost savings in other school districts around the country coupled with the discontinuation of start-up and hybrid launch activities (professional EMO services, intensive PD, netbook acquisition, etc) to ensure that the hybrid learning model can be maintained within other funding sources (i.e. Title I funds could be used to procure virtual teachers, etc). Additionally, there may be opportunities to offer electives in our hybrid model that are taught purely online (i.e. foreign language, art, etc) that could also save on other school related costs.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

The new principal, Leenet Campbell-Williams, has been hired and is on board. She was hired with the understanding and the support of the Reform/Redesign model. The new principal is being given maximum flexibility in the decision making process and great latitude in the development of the goals and the objectives. The selected partner provider, Matchbook Learning, has a State approved hybrid model and has been modeling and designing it to fit A.L. Holmes' needs.

2. Include student data in teacher/leader evaluation

A.L. Holmes will use qualitative and quantitative data such as MEAP, Quarterly benchmark assessments, DIBELS and classroom data to evaluate and streamline steady growth in student academic achievement. The data will guide decision-making and professional development. In addition, ELA and Math data from the hybrid model's learning management system, online curriculum, Wireless Generation's formative assessments and traditional and virtual teacher feedback will all be captured digitally and reported out in useable formats customized to the needs of each teacher and student. The frequency of this data reporting can be as often as daily. We expect to see steady growth in student performance based on the strong interventions and instructional strategies we are putting into place. Along with intensive support from the partner

provider, the teachers, through yearlong job embedded professional development, will work to incorporate data to drive instruction.

3. Evaluations that are designed with teacher/principal involvement

The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers. The evaluation tool is based on a continuous improvement model comprised of the following key elements:

Core competencies that define Effective Teaching:

- Planning and Executing Effective Teaching

- Creating and Managing a Learning Environment

- Maintaining a Professional Learning Community Through Teacher Leadership

- Outcomes-Driven

- Evidence-Based

- Guidelines for Evaluation Teacher Practice

- System of Professional Development and Support

- Self-Assessment

- Accountability

The principal evaluation process has been developed in collaboration with representatives of the principal "unit" and is based on the following key components:

- Core Competencies that define Effective Leadership

- Focus on Learning

- Monitoring Teaching and Learning

- Building Professional Learning Communities

- Acquiring and Allocating Resources

- Maintaining a Safe Learning Environment

- Effective Engagement with Families and External Community

- Outcomes-Driven

- Evidence-Based

- Guidelines for Evaluation Leadership Practice

- System of Professional Development and Support

- Self-Assessment

- Accountability

The new evaluation processes/tools are aligned and a key component of the District's comprehensive academic plan to support continuous improvement in teaching and learning.

4. Remove leaders/staff that have not increased achievement

A.L Holmes will be a pilot school for the district's new teacher and principal evaluation plan. Teachers who struggle with the core competencies will be recommended to the Peer Assistance Review process. Training and implementation procedures for principals and teachers will be rolled out in Year 1 and full implementation will begin in Year 2. Currently a schedule of walkthroughs, observations and individual teacher conferences has been established. Any teacher not meeting the evaluative criteria required by Priority schools shall receive either intensive professional support to assist in meeting performance standards or will undergo the necessary process leading to non-reappointment/non-renewal.

5. Provide on-going job embedded staff development

The partner provider, through a quality review, will identify professional development needs and assist the school in the development of a yearlong professional development focus, based on identified needs and rigorous standards based instruction. The emphasis for the partner provider on administering a PD process is job embedded in nature. The partner will be available for traditional PD activities but the primary focus of the PD will be modeling and coaching, and leading in the development and the administration of grade level and vertical team meetings as a professional development model. In addition to the partner providers quality review process, the staff of A.L. Holmes completed a comprehensive analysis of professional development needs based on school achievement data and teacher perceptions. Professional Development topics include using data to drive instruction, effective instructional practices, student learning styles and technology integration.

6. Implement financial incentives or career growth or flexible work conditions.

A.L. Holmes will have an opportunity to apply for school based performance pay based on the district's guidelines:

- Measurable improvements in student and staff attendance
- Performance on standardized tests
- Overall student grade point averages
- Maintaining Adequately Yearly Progress

A.L. Holmes has provided flexible work conditions under the Priority School agreement by implementing the following:

- Extended school day
- Participation in Shared Decision Making
- Selected staff members
- Retention of staff based on performance
- Mandatory prescriptive and prescribed professional development

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

The entire hybrid learning model is designed to capture and report data daily on what and how each student is learning and progressing against the State aligned curriculum. This data from Connections Academy's learning management system is combined with formative assessment information from Wireless Generation's mCLASS assessments in reading and math as well the professional observations and judgments of the teachers. The staff of A.L. Holmes is committed to using data and scientifically based research to guide instruction.

The Literacy coach collaborates with Wireless Generation and their PD coaches to sync DIBELS data and target struggling readers. The disaggregation of MEAP data examines

core strands and key concepts students missed on the state assessment. Teachers work collaboratively on strategies to re-teach these concepts in an innovative and accelerated manner in an effort to close achievement gaps.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

To address the gaps in literacy evident in classroom and school-wide data, the Response to Intervention methods include a Reading Recovery program funded through the district who works one-on-one and in small groups with first grade students. A literacy coach has been hired to work with Reading teachers on assessment, intervention, proper curriculum implementation and effective use of resources. Although the extended day program will be open to all students, students who scored in the Intensive category have been targeted for extended day which using intervention strategies and materials like BURST and Destinations. Double dosing in Reading and Math are built into the master schedule to allow extra instruction and intervention exercises within the classroom. Refer to Wireless Generation's continuous cycle of professional development across stakeholders to drive differentiated instruction based on student data.

9. Provide increased learning time
  a. Extended learning time for all students in the core areas….
  b. Instruction in other subjects and enrichment activities that
     contribute to a well-rounded education…
  c. Teachers to collaborate, plan and engage in professional
     development…

One hundred and five minutes each week is designated for planning and collaboration. Common lunch and preparation periods are used to discuss student work, plan lessons and develop behavior intervention plans. Staff members have committed to being a part of school teams or committees that promote a healthy school climate, in addition to social and academic excellence. There is time set aside monthly for each team to work on projects and programs geared towards

building a cohesive and collaborative team.   In addition, AL Holmes has two dedicated learning labs completely outfitted with personal computers that students will be able to use before and after school to access their ELA and math hybrid curriculum. We will explore opportunities to extend the learning day through these learning labs. In addition, any parent with internet access will able to access their child's curriculum, assignments, test results and next lessons. This will extend the learning beyond the school day and school week.

Teacher leaders have been identified in each cluster as "cluster" leaders (K-2; 3-5; 6-8) who serve on the School Improvement team. The School Improvement team has committed to using the SIP to drive every instructional decision and allocate resources that will support each goal, objective and strategy identified in the plan.

The SIP team will meet bi-monthly to monitor progress outlined in the plan and roll out pertinent information to each staff member either through whole staff or cluster meetings.

The professional learning communities formed within each cluster are committed to using research, educational blogs, assessment data, sharing best practices and participating in workshop and PD to meet the academic and social needs of the students at A.L. Holmes.

10. Provide ongoing mechanisms for family and community engagement

A.L. Holmes is committed to involving parents, community partners and outside experts to support its efforts to produce positive results. Parents have been informed in the first Title 1 meeting of the school's redesign plan which focuses on teaching and learning to accelerate student achievement. Parents were in agreement which the decision to focus the bulk of school funds and any additional funds received on staffing to support math and literacy, professional development for teachers and technology to enhance instruction. The hybrid model allows parents to access virtually what their children are learning, interact with the virtual and physical teachers online, post messages, email, chat and other forms of engagement between the child's school, teacher and home. Wireless Generation will also provide a home newsletter that provides parents specifics on their child's learning progression and areas to work on in ELA and

math.

Parental Involvement

We understand that student achievement increases when parents are involved in their child's learning. We seek to always keep the lines of communication between home and school open and involve parents in a variety of ways. There are homework folders that require parent signatures, progress reports, parent-teacher conferences, parent letters and surveys, a monthly calendar and ConnectEd, which sends phone and text messages to parents. A Title 1 meeting has already been held to explain MEAP results and how funds have been allocated for the 2010-11 school year. The LSCO (Local School and Community Organization) will meet monthly to discuss the direction of the school and academic progress. Parental Involvement initiatives include:

- LSCO meetings
- Title 1 Parent meeting
- Parent-Teacher Conferences
- Grade-level Parent Meetings
- Open Houses
- Pre-School Monthly Parent Meetings and Home Visits

In addition, the district has partnered with Detroit Parent Network(DPN) and provided a DPN liaison to work with each school to provide resources to parents, help run the parent organization and get parents involved at the school level.

Community Partnerships

A.L. Holmes is partnering with the State of Michigan through and on-site Family Resource Center serving families whose students attend A.L. Holmes. The school also partners with Neighborhood Legal Services and area businesses to provide services and resources for students and parents.

Outside Experts

In addition to leading experts in the field from Matchbook Learning, Connections Academy and

Wireless Generation, Wayne RESA has worked with Detroit Public Schools to provide workshops, mentors and coaches all geared towards increasing student achievement. A.L. Holmes has been assigned a case manager who specifically works with the principal and the School Improvement Team to monitor the implementation of the School Improvement Plan. The case manager also interprets data and keeps the team abreast of workshops and resources available to students and staff members.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for their school in order to fully and successfully implement the components for the school's reform model. Holmes staff works together in mapping out the school calendar and adjusts the use of time so that it will positively impact student achievement. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets, evaluating staffing concerns and establishing policies and practices by consensus. The School Improvement Team, currently serving as the School Leadership team, has begun to establish guidelines for this process. Shared-decision making will allow A.L. Holmes to have more flexible work conditions according to our Comprehensive Needs Assessment.

The hybrid learning model allows students to progress at their own pace through their customized learning plans in ELA and Math, providing flexibility for students to learn at their maximum capacity levels at all times. Learning targets and lessons that are mastered already do not need to be repeated or trudged through while other work and lessons that need more time to master are provided such, all the while trained virtual and physical teachers are guiding and facilitating student learning where they are academically.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

With our new teacher mentoring program, we make sure that new teachers are properly integrated into the school system. Experienced teacher coaches work with new teachers and offer assistance with a variety of issues including: familiarity with district initiatives, classroom management, organizational tasks, lesson planning, time management, development of classroom learning centers, and successful teaching strategies. In addition to a full time technology coach, literacy coach, math coach and hybrid project manager, additional coaches and support are provided continuously through the hybrid learning model.

The following items are permissible elements of the transformation model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional $ to attract and retain staff.

Performance-based pay is being investigated by the district as a means of attracting and retaining staff.

2. Institute a system for measuring changes in instructional practices that result from professional development.

Through the use of a partner provider the school will be given a base line quality review. From this review a Capacity Building Plan will be developed. Additionally the partner will focus on using data to drive instruction and for individualizing the teachers' lesson plans. The Goals Objectives and Activities notes that the principal will be given assistance to develop grade level and vertical team meetings that will concentrate on data discussions involving student performance and developing strategies to ensure success. The partner provider will use modeling and coaching activities to maximize the effectiveness of the professional development activities for teachers.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under "Priority Schools" that allows for flexibility regarding seniority rules and enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School's student population.

The principal and selection committee has hired new staff committed to the reform process and implementation of this redesign plan. Highly qualified, committed and effective staff members have been chosen for this process. We are committed to attracting and retaining effective teachers to reach the goals outlined in this plan.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

The data coaches will assist staff in analyzing student data and using that information to plan lessons using technology and best practices. From these findings a schedule of professional development will be created to address specific needs. The School Improvement team will monitor progress of these activities and use data results to make adjustments where needed.

5. Implement a school wide Response to Intervention model.

To address the gaps in literacy evident in classroom and school-wide data, the Response to Intervention methods include a Reading Recovery program funded through the district. The Reading Recovery teacher works one-on-one and with small groups of first grade students. A literacy coach has been hired to work with Reading teachers on assessment, intervention, proper curriculum implementation and effective use of resources. Although the extended day program will be open to all students, students who scored in the Intensive category have been targeted for extended day which using intervention strategies and materials like BURST and Destinations.

Double dosing in Reading and Math are built into the master schedule to allow extra instruction and intervention exercises within the classroom.

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.

The staff at Holmes implements mainstreaming when appropriate to meet individual student needs and the resource teachers use co-teaching as one method of intervention that is also based on student needs.

7. Use and integrate technology-based interventions.

Teachers, School Service Assistants, Literacy and Math coaches will use progress monitoring, DIBELS and other assessment data as evaluative tools to measure progress and continue to boost literacy skills as part of the district's and school's academic plan. Technology resources from Connections Learning Management System, will be used to create individualized plans for learners within each tier.

8. Increase rigor through such programs as AP, IB, STEM, and others.

9. Provide summer transition programs or freshman academies
 Holmes provides summer learning programs for students in grades kindergarten through eighth grade.

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

11. Establish early warning systems to identify students who may be at risk of failure.

Indicators of early failure are identified through the Response to Intervention methods. Based on data derived from various sources (i.e. MEAP, Quarterly Benchmarks, DIBELS,

classroom assessments, Summer School Pre and Post Test, etc.), decisions about instructional practices, professional development and supplemental resources will be made for each tier of instruction.

- Tier 1- At or above benchmark
- Tier 2- Strategic Intervention
- Tier 3- Intensive Intervention

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

14. Implementing approaches to improve school climate and discipline

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

16. Allow the school to be run under a new governance arrangement.

The district has created an Office of High Priority Schools to oversee the priority schools

17. Implement a per pupil school based budget formula weighted based on student needs.

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12. Summary budget below (see attached for full detailed 3 year budget) (See Attached for Year 1 Detail)

A.L. Holmes developed the budget knowing that we will have to support the model with school level funding and support from the district once the SIG funding is complete. The budget

declines over three years allowing for us to build capacity and eventually support the transformation with our own funds. With this in mind we only requested an amount that would allow us to build capacity that we could support on our own.

3 YEAR SIG BUDGET
A.L. Holmes- Hybrid Model

	2011	2012	2013	Totals	%
Connections Academy Project Manager Curriculum/Instruction Recruiting & Training	$305,334	$274,800	$274,800	$854,934	43.6
Wireless Generation Assessment and Intervention Professional Development Project Manager	$168,961	$143,798	$3,888	$316,648	16.2
EMO Launch Operations Transition	$350,000	$200,000	$150,000	$700,000	35.7
Equipment Netbooks Equipment Security	$59,051	$15,013	$15,013	$89,077	4.5
Total Expense	$883,346	$633,611	$433,701	$1,960,659	
Per Pupil Expense	$2,129	$1,527	$1,069		
%	45.1	32.3	22.6	100.0	

Notes:
AL Holmes Hybrid Learning Model assumes the hybrid model for reading & math in grades 3-8.
Of the $883,346 in year one expenditures, all of the Equipment ($59,051) and 50% of the EMO and Wireless Generation
expenditures are Pre-Implementation (Before School Opening) costs. Pre Implementation Total Costs are:

$ 318,531

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis. USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	66,120
Student Data	
Dropout rate	N/A
Student attendance rate	Approx. 83% attend daily
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	
International Baccalaureate	
Early college/college credit	

Dual enrollment	
Number and percentage enrolled in college from most recent graduating class	
Student Connection/School Climate	
Number of disciplinary incidents	Approx. 1 suspension per day
Number of students involved in disciplinary incidents	Approx. 5 per day
Number of truant students	N/A
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	High Performing – 77% Need Support – 15% Low Performing – 8%
Teacher Attendance Rate	Approx. 96% in Attendance Daily

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, funds cannot supplant non-federal funds or be used to replace existing services.

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment A

**Letter of Agreement between the School District of the City of Detroit and
The Detroit Federation of Teachers**

INSTRUCTIONAL REFORM PRIORITY SCHOOLS

Understanding-Contract Extension of August 26, 2009 mutually agreed to negotiate in good faith a successor agreement focused on enhancing student achievement through Instructional Reforms, Economic Reforms, and Operational Reforms. To this end, in order to develop specific recommendations in the area of Instructional Reform by the following procedures for establishment of Priority Schools.

The Priority Schools intend to offer a rigorous educational program which includes Extended day/year and measurable expectations. The District shall provide all adopted Instructional materials to effectively address the educational and instructional needs of students and staff, including textbooks, supplemental supplies, and equipment.
cooperation between the District and the Union, which parties have agreed to accommodate necessary and unusual requirements in order to implement the Priority Schools creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community engagement.
Union for the purpose of establishing certain work rules to govern the operation of Priority Schools. The parameters for the Priority Schools will accommodate the following:

1. The District and the Union not limited to, student performance on standardized tests, student attendance, transiency, chronic discipline and/or violence concerns, and Adequate Yearly Progress (AYP) status, and other provisions identified by No Child Left Behind (NCLB). Priority schools shall not be limited to low performing schools.

2. Schools identified as Priority Schools shall participate in the Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School shall select a School Leadership Team (SLT) as described in the collective bargaining agreement.

3. The Selection Committee shall be convened for the purposes of approving the criteria for establishment of Priority Schools and developing criteria for the recruitment, selection, and retention of staff at a Priority School. The District shall determine which schools will be designated Priority Schools. The Selection Committee will be responsible for interviewing and selecting staff at Priority Schools. The Selection Committee shall include the Chief Academic Officer (or designee), School Principal, Union President (or designee), and the DFT Labor Relations Administrator who represents the affected school(s). The Emergency Financial the Superintendent or CEO (or designee) shall vote in the event of a tie on decisions made by the Selection Committee.

4. Staffing at Priority Schools shall be on an application basis. Criteria for selection shall be determined by the Selection Committee. Interested DFT members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. All instructional and instructional support personnel shall be

members of the bargaining unit.

In the event a Priority School is unable to fill positions, any qualified member from a lay-off list may apply based on a job posting and be selected regardless of position on the lay-off list. If no one from the lay-off list applies or is selected, the position

5. Members selected for the Priority Schools must possess a valid Michigan teaching certificate (or applicable license) with an endorsement in the content area and/or specialty skill for their assignment, and meet the Highly Qualified requirements of the No Child Left Behind (NCLB) and Individuals with Disabilities Education (IDEA) Acts.

6. There shall be an extended day/school year for the Priority Schools contingent upon funding. If the Priority Schools have an extended school year, members of the bargaining unit shall be paid at their regular daily rate for the additional days worked. Any hours worked beyond the regular school day will be paid at the hourly rate. The three (3) year summer school rotation provision of the collective bargaining agreement does not apply to Priority Schools.

7. Members shall be required to engage in prescriptive and prescribed professional development days within the regular school year and designated additional professional development days. Additional professional development days will be paid at the workshop rate.

8. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the Priority Schools and leading to a Certificate of Qualification. During employment at a Priority School, members selected and assigned to a Priority School shall do so with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

The evaluative criteria shall include, but not be limited to, the member maintaining the requirements of the job posting, meeting pre-established benchmarks and targets, making a continuing commitment to all that is prescribed in this Agreement. The established goals and objectives along with the evaluative criteria must be clearly articulated to all members of the bargaining unit at the time of the job posting and selection.

A member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and shall be referred to an alternative resource for assistance with implementing the model in a more effective way.

Members who do not receive an annual review shall be presumed to have met such goals and objectives.

9. In the event a member decides not to return to the Priority School or the Principal advises a member that he/she will not be retained for the following school year, the District shall post the position and the Selection Committee shall be reconvened to interview and select a replacement from a pool of eligible candidates.

10. In the event a teacher decides not to return to the Priority School or the Principal advises a teacher that he/she will not be retained for the following school year, that teacher shall maintain the same rights as any other DFT member and be referred to the Division of Human Resources for placement in a vacancy.

If there is no vacancy available for which the teacher is certified, the teacher shall be reclassified as a CTAL until a vacancy for which the teacher is certified becomes available. If in the following school year no vacancy is identified, the teacher shall be referred to the Emergency Financial Manager/designee and the Union president/designee who will jointly determine how the teacher s service may be utilized.

All other members of the bargaining unit who decide not to return to the Priority School or who the Principal advises he/she will not be retained for the following school year shall maintain the same rights as any other DFT member and be referred to the Division of Human Resources for placement in a vacancy.

11. A reduction in teacher service at a Priority School shall occur in accordance with the reduction in teacher service provisions of the collective bargaining agreement.

If there is no vacancy available for which the teacher is certified, the teacher shall be reclassified as a CTAL until a vacancy for which the teacher is certified becomes available. If in the following school year no vacancy is identified, the teacher shall be referred to the Emergency Financial Manager/designee and the Union

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Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement ("SIPA") is entered into by and between _____ Michigan Department of Education (State) _____ Wayne RESA ____ (ISD/RESA/ or other partner(s) and Detroit Public Schools _____ ("LEA"). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. **SCOPE OF WORK**
The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by __**Detroit Public Schools and A.L. Holmes School**__ _____ **is TRANSFORMATION** _____;

II. **PROJECT ADMINISTRATION**
A. **QUALIFYING LEA RESPONSIBILITIES**

   Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

   1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.

   2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.

   3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).

5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.

6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.

7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.

2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.

3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.

2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.

2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.

3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.

4) Identify sources of technical assistance as needed.

5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES
The LEA hereby certifies and represents that:

1) It has all requisite power and authority to execute this partnership agreement.

2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.

3) It will implement the Plan that has been approved by the Michigan Department of Education.

4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.

5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.

6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).

7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date _Robert C. Bobb_ Print Name/Title
ROBERT C. Bobb Emergency Financial
Manager

President of Local School Board (or equivalent) - required:

Signature/Date _Anthony Adams_ Print Name/Title
Anthony Adams
Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title
_____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title
_____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title
_____